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Rhode Island Library Association BULLETIN



RHODE ISLAND LIBRARY ASSOCIATION
150 EMPIRE STREET
PROVIDENCE, RHODE ISLAND 02903

March 1978 Volume 50 No. 8
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Library Literature
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EDITORIAL NOTICE:

The Bulletin appears monthly except in August. News and articles should be submitted to the editor by the 10th day of each month for publication by the end of that month.

The Bulletin is a publication for public, school, academic and special libraries of Rhode Island. Published by the Rhode Island Library Association, the Bulletin welcomes news and discussion of interest to RILA members. Articles contained herein, however, do not necessarily reflect the ideas of the RILA membership, or the Bulletin staff or advertisers. All articles about library and media matters will be considered. All should be signed and should not exceed ten double spaced typed pages unless the editor is consulted.

The Bulletin subscription rates are \$7.00/year for agencies or individuals not holding membership in RILA. Advertising rates per issue are \$20 per $\frac{1}{2}$ page, \$35 per $\frac{1}{2}$ page, and \$50 per full page. Call the advertising manager for further information.

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AN OPEN LETTER TO LIBRARIANS

from

PATRICK T. CONLEY BOOKS

43-45 Windsor Road

Cranston, R.I. 02905

TEL: (401) 785-0169

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5. We Furnish Free Consultation To Aid You in Your Acquisition Program. We have a varied knowledge of books and their scholarly worth. We issue regular catalogs in History, Political Science, Law, Ethnic Studies, Economics, Philosophy, Theology, Literature and Literary Criticism, Quality Fiction, and General Americana. The owner of Conley's Books, Patrick T. Conley, is an author, holds an A.B. from Providence College (1959), a J.D. from Suffolk University Law School (1973), and a M.A. and Ph.D. from the University of Notre Dame (1961, 1970). Our manager, Paul Campbell, holds an A.B. and M.A. from Providence College, an M.L.S. from the University of Rhode Island, and served as a member of the Cranston Board of Library Trustees. Few book stores can offer such substantive expertise--and you can't beat the price!

We hope these services might be suited to your needs. Why not keep this notice for future reference, and give us a call.

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EDITOR'S NOTEBOOK

"URI-GLS & Reaccreditation"



In this issue we are happy to feature a summary of the first draft of the Self Study Report for ALA Reaccreditation from the University of Rhode Island Graduate Library School. If you are interested in the future of this school and the influence it could have on New England librarianship, please read this summary. Better, read the full second draft, copies of which will be on reserve at the Department of State Library Services, the URI-GLS, and the URI Library by the time that you read this Bulletin. Best, try to attend the public meeting to discuss the Self-Study at URI at 7:00 p.m., March 8. If you cannot be present and have points to make about the Self-Study, write to the GLS's Dean Schlessinger as soon as possible. In early April, according to the original schedule, this plan will be forwarded to ALA's Committee on Accreditation. Some months thereafter, a visiting team from the Committee will arrive at the Graduate Library School. Using the Self-Study and their own observations the visiting team will or will not recommend the School for re-accreditation. So the Self-Study is a crucial document.

We are sorry to announce that the RILA spring conference scheduled for March 9 has been rescheduled for May 9 because of preparatory delays caused by the "Great Blizzard." The same storm delayed your February Bulletin delivery, and held up copy for March's issue. So even this issue may be a few days late.

Our cover illustrator is Polish artist Krystyna Wroblewska, who drew the original pen and ink sketch in 1957.



NEWS FROM RILA

-by Judith Plotz

Several capable people have agreed to take some key positions in the life of the Rhode Island Library Association. Roberta Cairns, Director of the Barrington Public Library, is the RILA Representative on the Steering Committee for the Governor's Conference on Libraries and Information Services. Nancy Chudacoff, Librarian of the Rhode Island Historical Society Library, will chair the RILA Nominating Committee. Earl Schwass, Librarian of the Naval War College Library, will chair the new RILA Personnel Committee. Louise Sherby, Reference Librarian at Rhode Island College, will be the RILA Representative on the Advisory Committee to the Graduate Library School. If you haven't met these people yet, the RILA Spring Conference is your opportunity

to do so, to let them know of your concerns in their areas of responsibility.

The RILA Spring Conference and Birthday Party was the most pressing issue before the Executive Board on February 16th. Everyone had just crawled out from under mountains of snow, and agreed that we could not be ready to hold the Conference on March 9th. It is postponed to May 9th, at Providence Public Library. Curt and Lynn Bohling, in packing their bags and books for Michigan, have offered RILA the gift of a collection of about 20,000 volumes, provided we take them by the end of February. The original plan was to hold a book sale at the Spring Conference with profits going to the RILA treasury. After postponing the Conference, the Board discussed transportation and storage for the Bohlings' gift--to no avail. Finally Lee Flanagan's suggestion was passed: RILA accepts the gift provided Curt Bohling can find a book dealer to buy the collection by the end of February. RILA will receive the cash and not the books. The Executive Board is sorry to miss a book sale, but felt the press of weather and work made it impossible. Thanks to the Bohlings for their generosity.

Historian Lee Flanagan prepared a list of 61 Goals and Objectives of RILA, culled from recent Association documents. He says these can be merged into about 15 issues for the membership to consider. RILA Past President Dan Bergen thought we might select one goal, and then we might achieve it.

Committees have been active. Continuing Education is looking into the situation on training for paraprofessionals in libraries. Public Relations has produced two radio shows and one T.V. spot, and is planning more T.V. programming. Intellectual Freedom is on guard against upcoming censorship legislation in the State Assembly. Nominating and Personnel Committees need members. If you would like to serve on a committee, call Kathy Gunning, RILA Vice-President, 863-2167.



ALA Midwinter, Chicago, 1978

-by Nadine Baer
ALA Councilor

This conference probably brought ALA more publicity in the newspapers and on the tube than it has had in years and all due to THE SPEAKER. Amid blazing lights and television cameras (Dan Rather and 60 MINUTES) at the first session of Council once again the film came into the limelight. The Council directed the Executive Board to rescind its action taken at its Fall meeting. There will be no interdisciplinary panel from outside the profession advising the Association whether or not the film addresses the First Amendment. The film may also be reproduced by others in any format. Past-President Clara Jones presented a statement carrying the endorsement of the ALA Black Caucus

stressing that THE SPEAKER falsely identifies the First Amendment issue. Her statement will appear in print later. The making of a second film to address the First Amendment was rejected by one vote.

Several meetings were held on the White House Conference with no concrete guidelines being offered by the National Commission. Many states have already chosen or are in the process of choosing delegates but can't get answers to simple questions--Is a chosen delegate still eligible for the national conference if he/she moves away from the state in which he/she was selected? How about the ratio of delegates? Some state librarians were very firm in announcing that their states will refuse to change decisions already made at their conferences once guidelines are forthcoming. The National Commission is hoping for good input from the individual state conferences but realizes that individual state issues will take precedence within each state. ALA and its chapters must work together if we are to have a successful White House Conference.

January 1, 1980 will be a date for us to remember. On that day the Library of Congress will definitely freeze its manual catalog, drop superimposition, adopt AACR2 and the 19th edition of Dewey and make changes in subject headings. It was even hinted that LC may close its current shelflist and start all over.

At the meeting of the Chapter Relations Committee the possibility of opening an official Chapter Office was discussed, but funding is the problem. Joint dues to your State Library Association and ALA may be a future possibility. NELA became the newest chapter of ALA.

At long last ALA is talking with Special Libraries Association, Medical Library Association, American Society For Information Science, and the Association of Educational Communications and Technology. It took a topic like National Information Policy and Eric Moon to do it. Free access to all information would be ideal, but access is expensive, and someone has to pay!! I don't expect to see free access before my term on the Council expires.

Discussion groups were plentiful so librarians soon learned that similar problems still prevail. We all have deteriorating materials that should be preserved, budgets are shrinking, administrators are not perfect, and serials will always be a problem.

As storm warnings hit the media and the white stuff began to fall, many Council members joined the departers. The remaining quorum, for lack of a better thing to do when you know you are stranded, decided to extend the last session to finish off the agenda now running behind schedule.

This conference will be remembered. How often do you get the chance to spend 2 days in O'Hare Airport trying to wend your way East?



CHRONICLES OF CALLIMACHUS

- "edited" by L.N. Flanagan

Preface:

Callimachus was a Greek Grammarian, school master, poet, priest and critic of the 3rd century BC and he was one of the first five great librarians at the ancient library of Alexandria. No time server, no political compriser, no paid hireling, he regularly voiced independent and unsparing criticism. Irritating and irreverent, a radical and a rebel, he spent his life speaking the theretofore unspeakable and unspoken.

Some think that his spirit still wanders libraries today and that some librarians are yet haunted by his presence. Indeed, I must confess that I am so affected and troubled by numerous nightly visitations. Nor have these lessened with discussion of a Governor's Conference on Libraries. In the hope of pacifying Callimachus somewhat, and finding a few hours sleep, your editor has promised to allow his old friend a few words each month in the BULLETIN.

Chronicle XI: Public Librarians

On the second evening of what was to be called "The Great Blizzard," some hours after the electric power had failed, I sat huddled in my robe by the fireside. The fire itself had faded with the day's light, darkness had fallen both inside and out, and the temperature was dropping rapidly. As I sat lost in the struggle to rise up and dig out to the shed for more firewood, the wind actually seemed to be calling to me. Gradually it grew louder, and closer, speaking of the chill, the frozen, and the dead. But when it spoke of librarians I arose suddenly, startled to see the spirit of Callimachus sitting just a few feet away in the Windsor. What follows is but a brief summary of what I could glean from the roughest notes on his thoughts, taken from memory, with numbed hands, in the chill dawn light of the following morning.

In no public agency today is employee so approved and esteemed by the general public as the librarian. And so it has been this last century. But the librarian is not approved because like a civil rights leader she defends unpopular knowledge, nor because like a teacher she fights for a just salary, nor because like the social worker she champions the needs of the poor, nor because like the feminist she demands more decision-making power. Rather the librarian is approved because she asks for neither controversy, nor money, nor social change, nor power. She does her chores quietly, diligently, neatly, politely, she provides modest and light mental dining, she keeps the dining area clean and ordered, and she serves on demand.

In the library she functions as the perfect housekeeper, even mother, advising, consoling, morally, culturally, with patience and self-sacrifice. It is no accident that public libraries have excelled in service to children. Because the librarian has been content to be poor and powerless, because her ideal is good housekeeping, she is socially and morally approved, she is a threat to no one, even to those who could stand a little threatening, for her own good. She seems to have missed the implied message in the Great Commandment of Jesus of Nazarene: "You must love your neighbor as you do yourself." Obviously it is necessary to love oneself first before one can know enough of love to love his neighbor.



RI GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES

We will run an article every month on the Governor's Conference until the Conference takes place. We welcome brief contributions on the Conference from any source: the Governor's Conference Steering Committee, RILA Committees, and Sub-committees, DSLS, library and media associations, librarians, and the general public. Send ideas, comments, whatever. This is your chance to be heard.

The Massachusetts Governor's Conference, scheduled for April 26-27, 1978, at Boston's Park Plaza Hotel, may be of interest to Rhode Islanders, especially those on our own Governor's Conference Steering Committee. In its first full work session on November 17, 1977, the Citizens Advisory Committee of the Massachusetts Governor's Conference approved a tentative budget, a conference theme and a promotional slogan. Sub-committee chairmen were selected to monitor the progress of the various subcommittee activities to be completed very soon. See the Massachusetts Bureau of Library Extension's Media-Write for current information.



SRRT JOB HOTLINE

The Social Responsibilities Round Table of Rhode Island has published a "Job Hotline" on a regular basis for over a year now. We have enjoyed much success and we are grateful to the individuals who have contributed to our effort. The RILA Bulletin has

generously offered to continue printing the SRRT Job Hotline in its monthly publication. We would like to stress that it is not necessary to join RILA to receive the Job Hotline. Just send a self-addressed, stamped envelope to either of the coordinators whose addresses are listed below and you will receive updated Job Hotlines each time there are new lists.

Coordinators:	Candice Civiak	Marcia Hershoff
	Providence Public Library	Greenbrier Road
	150 Empire Street	Greenville, R.I.
	Providence, RI 02903	02828

CUSHING-MARTIN LIBRARY, STONEHILL COLLEGE. Head of Catalog Department. Qual: Accredited MLS. Two years cataloging exp. in LC. Exp. with OCLC and some supervisory exp. and language proficiency preferred. Sal: \$10,500 up. Available March 1978. Deadline: 3/15/78. Apply to: Mrs. Carol E. Fraser, Director, Cushing-Martin Library, Stonehill College, North Easton, Mass. 02356. (617) 238-1081 Ext. 329 (URI-GLS Joblist Feb. 21).

REGION ONE COOPERATIVE LIBRARY SERVICE UNIT. Regional Coordinator. Qual: MLS from ALA accredited school. Prof. library exp. required. Administrative skills desirable. Sal: \$15,000. Deadline: 3/15/78. Send resume and references to: Stanford Warshasky, President, Region One Cooperative Library Service Unit, c/o Silas Bronson Library, 267 Grand St., Waterbury, CT 06702 (GLS Joblist, Feb. 21).

MASSACHUSETTS MARITIME ACADEMY. Ship's Librarian and Special Activities Coordinator, U.S.T.S. Bay State. Qual: Professional responsibility and maturity. Responsible for ship-board library and for arranging cultural activities. Sal: No salary -- Room and Board and free passage to Mediterranean ports. For further information contact: Maurice Bosse, Comdr., MMA, Director of the College Library, Mass. Maritime Academy, PO Box D, Buzzards Bay, MA 02532 (GLS Joblist, Feb. 21).

LYNN PUBLIC LIBRARY. General Children's Librarian. College degree with specialization in education. Prior library experience required. Duties will be shared by two branch libraries. Salary Range: \$9,241-\$11,641 (in nine annual steps). Beginning salary depends on prior experience. Letter of application with resume should be sent to Mrs. Dorothy C. Haywood, Chief Librarian, Lynn Public Library, 5 North Common St., Lynn, MA 01902 (EMRLS News, Jan. 1978).

LYNN PUBLIC LIBRARY. General Adult Librarian. Usual work with the public and expansion of Extension Services Program for the Elderly. AB or BS degree plus prior library experience. Salary Range: \$9,241-\$11,641 (in nine annual steps). Beginning salary depends on prior experience. Letter of application with resume should be sent to Mrs. Dorothy C. Haywood, Chief Librarian, Lynn Public Library, 5 North Common St., Lynn, MA 01902 (EMRLS News, Jan. 1978).

VINEYARD HAVEN PUBLIC LIBRARY, MARTHA'S VINEYARD. Head Librarian. Administration and supervision of Library's programs, services, and materials collection in community with a winter population of 2,800 and a summer population of 10,000. MLS and experience required. Salary: \$9,000 (to start). Send letter of application

to Mrs. George H. Feil, Chairman, Board of Trustees, Box 1088, Vineyard Haven, MA 02568 (EMRLS News, Jan. 1978).

WAKEFIELD, LUCIUS BEEBE MEMORIAL LIBRARY. Director, for a public library with two branches, 100,000 volumes, \$363,000 budget, staff of thirty. Minimum requirements: MLS from ALA-accredited library school; four years public library experience; two years administrative experience. Salary Range: \$15,103-\$19,585 (in five steps). Send resume and references by March 1 to: Mrs. Karen Rotondi, Co-Chairman, Trustees' Search Committee, Lucius Beebe Memorial Library, Main Street, Wakefield, MA 01880 (EMRLS News, Jan. 1978).



CALENDAR

The RILA calendar is maintained by RILA's Continuing Education Committee. If you have a date for any event of library/media interest, please telephone it to Pat Bisshopp, 438-9500, as early as possible. All meetings listed here are open to interested members of the library community.

- Mar. 8 Open meeting to discuss URI Graduate Library School Self-Study for Reaccreditation, 7:00 p.m. Call GLS for place.
- Mar. 8 Preview of films for adults, RI Library Film Cooperative, Warwick, 9:30-12:00; repeated 1:30-4:00.
- Mar. 9 RILA Spring Conference: Postponed to May 9.
- Mar. 13 "Rhode Island Genealogical Sources," Adult Book Meeting, RI Historical Society, 9:30 a.m.
- Mar. 16 RILA Executive Board Meeting, Peacedale Public Library, 2:00 p.m.
- Mar. 20 "Current Developments in Government Documents," sponsored by NELINET Government Documents Task Group, Dartmouth College, Hanover, NH. Contact Ms. Jan Swanbeck, Boston College, 617-969-0100.
- Mar. 22 "Have You Read?IX" Young Adult Roundtable, S. Prov. Branch, Providence Public Library, 9:30 a.m.
- Mar. 23 "Program for Special Libraries Students," Special Libraries Assn. RI Chapter, URI Library.
- Mar. 29 "Job Hunting Skills," GLS Colloquium, Memorial Union, URI, 2:00 p.m.
- Apr. 2-8 National Library Week.
- Apr. 3 "Popular Books, or It's Never on the Shelf," Cooperative Juvenile Book Review Meeting, Westerly Public Library, 9:30 a.m.
- Apr. 5-7 "Introduction to Library Automation," for government library personnel, all levels, only, tuition: \$150. For information contact Mr. Michael Goldsmith, Boston Regional Training Center, McCormack Post Office Bldg., Boston, MA 02109.
- Apr. 7-8 "Tell It Like It Is," Annual Conference, RI Educational Media Association, Cranston Hilton, Cranston.

Apr. 8 New England Archivists Annual Meeting, University of RI, 9:00 a.m.-4 p.m.

Apr. 11 Young Adult and Children's Book Review Group, Westboro High School, Westboro, MA, 9:30 a.m. Call Bee Lufkin, 277-2726 for information.

Apr. 12 "Cookery," Adult Book Meeting, Newport Public Library, 9:30 a.m.

Apr. 12 "What Is the Automated Catalog," NE Technical Services Librarians Spring Meeting, noon to 5:00 p.m., Holiday Inn, Newton Lower Falls, MA. For further information contact Nan Berg, New England Library Association, P.O. Box 273, Holden, MA 01520 or Lewis Lanise, NETSL Program Chairman, Ferguson Memorial Library, 96 Broad Street, Stamford, CT 06801.

Apr. 13 Rhode Island Library Film Cooperative: Spring Membership Meeting, Warwick Public Library. Call David Green for details--739-2278.

Apr. 13 RILA Executive Board Meeting, Brown University Library, 2:00 p.m.

Apr. 15 "Annual Ingathering: Alumni Professional Development Seminar," Graduate Library School, University of Rhode Island, 8:45 a.m.-5:00 p.m.

Apr. 15 New England Chapter of the Music Library Association Spring Meeting, Amherst College, Amherst, MA. For further information contact Philip Youngholm, Box 1534, Connecticut College, New London, CT 06320 (telephone: (203) 442-5391, ext. 525).

Apr. 18 NELINET Spring Meeting, Sheraton-Islander, Newport, 10:00 a.m.-3:00 p.m.

Apr. 19 Preview of Children's Films, Rhode Island Library Film Cooperative, Warwick Public Library, 9:30-12:00, repeated 1:30-4:00 p.m.

Apr. 24 "Retrospective Collection Building Sources," Young Adult Roundtable, South Kingston High School, 9:30 a.m.

Apr. 26-27 Massachusetts Governor's Conference on Libraries and Information Services, Park Plaza, Boston.

Apr. 27-28 Annual Conference, Connecticut Library Association, Marriott Hotel, Stamford, CT. For information contact Francy Searles, Fairfield Woods Library, 1147 Fairfield Woods Rd., Fairfield, CT 06430.

Jun. 24-30 "Toward a National Information Policy," ALA Annual Conference, American Library Association, Chicago. See American Libraries, Jan. 78, for details.

Sept. 24-26 Fall Conference, New England Library Association.

Nov. 1-2 RILA 1978 Fall Conference, Sheraton-Islander, Newport.



FIRST DRAFT: URI GRADUATE
LIBRARY SCHOOL SELF-STUDY
FOR RE-ACCREDITATION

-A RILA Bulletin Summary

PART I. PROGRAM GOALS AND OBJECTIVES

[Editor's note: The following is a summary of part I of the Self-Study.]

The following goals and objectives of the University of Rhode Island Graduate Library School were developed and adopted during the 1976-1977 academic year. The original and subsequent drafts were systematically reviewed by the library school faculty, alumni, students and library professionals from the New England community. The School's goals and objectives may be reviewed and revised from time to time to conform with the changing needs of the library profession. The School does not anticipate any need for immediate change but it is watching a variety of areas for changes or developments which could affect the School's goals and objectives.

The current goals and objectives are consistent with policy statements and objectives of the American Library Association and its divisions and are likewise in agreement with the philosophy and objectives of other major professional groups, such as the Special Library Association, the New England Library Association and the Rhode Island Library Association. The School attempts to respond to the needs of the constituency which it serves by providing a program of library education, not only for New England, but for the entire nation and several foreign countries.

Goals and Objectives: Section 1: Factual

A. STATE THE GOALS OF THE LIBRARY SCHOOL AND THE OBJECTIVES OF THE GRADUATE PROGRAM OF LIBRARY EDUCATION FOR WHICH ACCREDITATION OR REACCREDITATION IS BEING SOUGHT.

The overall goal of the Graduate Library School is to educate librarians who will not only function effectively, but will also demonstrate the capacity to affect the course of librarianship.

To attain this overall goal the School has set the following goals relating to education, faculty, students, facilities and resources, and services:

I. EDUCATION

- a. to provide a program of study leading to the Master of Library Science degree.
- b. to provide for continuing education.
- c. to furnish an opportunity for non-degree students to study areas of librarianship of interest to them.

II. FACULTY

a. to maintain a faculty of adequate size for carrying out the school's program and which, by education and experience, represents the diversity needed to provide students with a sufficiently broad perspective on librarianship as well as knowledge of specific aspects of the field.

b. to contribute to the advancement of librarianship by encouraging and supporting faculty research and publication.

c. to maintain active contact with, and involvement in, the library profession through faculty membership and participation in national, regional, state, and local library and related organizations.

III. STUDENTS

a. to select students of diverse backgrounds and interests with the capability of achieving the educational objectives of the program and the potential for contributing to future development of librarianship.

IV. FACILITIES AND RESOURCES

a. to provide adequate resources and facilities to support effective teaching and learning, research and service.

V. SERVICE

a. to serve as a center for conferences, workshops, and institutes dealing with questions of concern to librarianship and allied professions.

b. to function as a resource center for the state and regional library community.

VI. INSTRUCTION

Students will:

a. understand the nature of librarianship and the relationship between it and other disciplines.

b. understand the reciprocal relationships, past and present, between the library and its environment and their future implications for the future of librarianship and society.

c. understand the relationship between theory and practice in librarianship.

d. be competent in those technical and interpersonal skills which are necessary for assuming professional positions in various areas of librarianship.

e. understand and examine the relationship between personal and professional values and attitudes and the practice of librarianship.

B. LIST THE OTHER PROGRAMS OF LIBRARY EDUCATION (e.g., UNDERGRADUATE, POST MASTER'S, DOCTORAL, CONTINUING EDUCATION, EXTENSION, CERTIFICATION) OFFERED BY THE PARENT INSTITUTION AND THE OBJECTIVES OF THESE PROGRAMS.

The Division of University Extension offers a six course, eighteen credit evening course for high school and junior college graduates leading to a certificate as Library Technical Assistant. The following are the objectives of that program:

To provide a broad technical education in order to achieve competency in library techniques.

To provide trained paraprofessional assistants to work in all types of libraries.

Goals and Objectives: Section 2: Self-Study Questions

- A. HOW, WHEN AND BY WHOM WERE THE PRESENT GOALS OF THE SCHOOL AND THE CURRENT OBJECTIVES OF THE PROGRAM FORMULATED?
- B. WHAT PRECISELY IS THE CONSTITUENCY WHICH THE SCHOOL SEEKS TO SERVE THROUGH ITS LIBRARY EDUCATION PROGRAM?
- C. WITH WHAT POLICY STATEMENTS OF PROFESSIONAL ORGANIZATIONS RELEVANT TO LIBRARIANSHIP DO THE GOALS AND OBJECTIVES AGREE?
- D. HOW ARE THE SCHOOL GOALS AND THE PROGRAM OBJECTIVES MADE KNOWN TO THE LIBRARY COMMUNITY AND TO PRESENT AND PROSPECTIVE STUDENTS?
- E. WHAT PROCEDURES HAVE BEEN ESTABLISHED FOR REVIEW OF GOALS AND OBJECTIVES, AND WHEN WERE THEY LAST USED?
- F. WHAT CHANGES IN GOALS AND OBJECTIVES ARE ANTICIPATED? WHY?

The above questions are basically answered in the introduction to this part.

PART II. CURRICULUM

[Editor's note: The following is a summary of part II of the Self-Study.]

The curriculum in its present form is an outcome of experience of the faculty with other graduate programs, needs of the students and the field, suggestions of a consultant, and official visits and consultation with members of other library schools. The curriculum provides for the study of principles and procedures common to all types of libraries and library services and reflects the faculty's concern with meeting future needs. The faculty advises students on course selection.

A major revision in the curriculum was done in Fall 1973 in order to provide a broader view of the library field. This was accomplished by the course and the addition of several electives. Curriculum revision is accomplished by the Curriculum Committee, who makes recommendations to the faculty as a whole. Major changes and/or new courses must then be sent to the Graduate Council for approval.

While the core curriculum serves as a foundation, the elective courses provide the opportunity to go on to several specializations. Courses taught in the regional program do not differ from those taught on the Kingston campus.

Curriculum: Section 1: Factual

- A. LIST ALL OF THE REQUIREMENTS WHICH A STUDENT MUST FULFILL IN ORDER TO RECEIVE THE GRADUATE DEGREE IN LIBRARIANSHIP OFFERED BY THE PARENT INSTITUTION. SPECIFY NUMBER OF CREDITS REQUIRED, THE NAMES (AND NUMBER DESIGNATIONS) OF REQUIRED COURSES, MAJOR OPTIONS IN COURSE SELECTION, COMPETENCIES TO BE DEMONSTRATED, WORK-EXPERIENCE REQUIREMENTS, RESEARCH PROJECTS MANDATED, AND

GENERAL (AS OPPOSED TO COURSE) EXAMINATIONS UTILIZED. INDICATE WHETHER ANY OF THESE REQUIREMENTS MAY BE MET PRIOR TO ENROLLMENT AND TO WHAT EXTENT CREDIT IS ALLOWED FOR COURSE WORK COMPLETED AS AN UNDERGRADUATE OR ON OTHER CAMPUSES (EITHER OF THE PARENT INSTITUTION ITSELF OR OF OTHER INSTITUTIONS) OR EXTENSION/OFF-CAMPUS CENTERS.

1. In order to receive the Master of Library Science degree, a student must fulfill the following requirements:

a. complete 36 credit hours with an overall average of "B" or better (no thesis required).

b. take all the following core courses:

LSC 500, Introduction to Libraries & Librarianship

LSC 502, Library Administration

LSC 503, Selection of Library Materials

LSC 504, Basic Reference

LSC 505, Cataloging & Classification

c. take at least one of the following "service" courses:

LSC 520, School Library/Media Center

LSC 521, Public Library Service

LSC 522, College & Univ. Lib. Service

LSC 523, Special Library Service

d. complete the remainder of the program (18 hours) with electives courses - these courses are those which are offered at the GLS and which are needed to round out a specialty or are necessary electives for school certification.

2. The only competencies to be demonstrated are those mandated by State Departments of Education for the certification of School Library/Media Center personnel.

3. There are no work experience requirements in the GLS program.

4. No research projects are mandated in the curriculum.

5. Students are allowed to take up to 12 credits in non-degree status before beginning the Master's program.

6. Students in the regional program of the GLS are allowed to take up to 24 hours of credit at the regional centers (U-Conn, UNH, and U-Mass).

B. PROVIDE A LIST AND [BRIEF DESCRIPTION] OF ALL COURSES OR OTHER EDUCATIONAL EXPERIENCES OFFERED BY THE LIBRARY SCHOOL AND AVAILABLE TO STUDENTS ENROLLED IN THE GRADUATE PROGRAM WHETHER ON THE MAIN CAMPUS OR IN EXTENSION/OFF-CAMPUS PROGRAMS.

1. Introduction to Libraries and Librarianship; Library Administration; Selection of Library Materials; Basic Reference; Cataloging and Classification; Technical Services; History of Books and Printing; Comparative Librarianship; Intellectual Freedom and Censorship; The Library in Society; The Library and the Communication Process; History of Libraries and Librarianship from the Renaissance to the Present; The School Library; Public Library Service; College and University Library Service; Special Library Service; Automation in Libraries; Seminar in Library Administration; Multi-Media and the Library; Reading Interests of Children; Reading Interests of Adolescents; Reading Interests of

Adults; Children's Library Materials; Storytelling; Medical Librarianship; Library Materials in the Humanities; Library Materials in the Social Sciences; Library Materials in Science and Technology; Government Publications; Information Science for Librarians; Technical Information Centers; Batch Systems in Automation in Libraries; Advanced Cataloging; Organization of Non-Print Materials; Research in Librarianship; Administration of Special Collections, Archives and Manuscripts; Introduction to Library Conservation; Library Buildings and Facilities; Independent Work; Professional Field Experience.

2. The school sponsors a series of colloquia each semester, several workshops, and a variety of trips.

- C. EXPLAIN THE CONDITIONS UNDER WHICH A STUDENT MAY COUNT THE SAME CREDITS FOR TWO DEGREES, OR CONDITIONS UNDER WHICH THE REQUIRED NUMBER OF LIBRARY SCIENCE COURSES MAY BE REDUCED?

Students may not transfer credits earned for another degree.

- D. DESCRIBE ANY INTERDISCIPLINARY COMPONENTS OF THE LIBRARY EDUCATION PROGRAM NOT CLEARLY MENTIONED IN THE CONTEXT OF ITEMS A, B AND C ABOVE.

Informal and cooperative arrangements have been developed with other units in the University.

Curriculum: Section 2: Self-Study Questions

- A. HOW DO THE PROVISIONS OF THE PRESENT CURRICULUM FURTHER THE ATTAINMENT OF THE SPECIFIC OBJECTIVES OF THE GRADUATE PROGRAM OF LIBRARY EDUCATION FOR WHICH ACCREDITATION OR REACCREDITATION IS BEING SOUGHT?

(TO BE ANSWERED LATER)

- B. TO WHAT DEGREE ARE THE LIBRARY SCHOOL FACULTY (OR OTHER PERSONS) INVOLVED IN EFFORTS TO PROVIDE GUIDANCE TO THE STUDENTS IN SELECTING APPROPRIATE EDUCATIONAL EXPERIENCES WITHIN THE FRAMEWORK OF THE PRESENT CURRICULUM?
- C. WHAT PROCEDURES WERE USED IN FORMULATING AND APPROVING THE PRESENT CURRICULUM?
- D. WHAT PROCEDURES WERE USED IN FORMULATING AND APPROVING COURSES GIVEN IN EXTENSION/OFF-CAMPUS PROGRAMS WHEN CREDIT MAY BE APPLIED TO A GRADUATE DEGREE?
- E. WHAT CHANGES HAVE BEEN MADE IN THE CURRICULUM DURING THE LAST FIVE YEARS? WHY WERE THEY MADE?
- F. LIST AND BRIEFLY DESCRIBE THE STRENGTHS AND WEAKNESSES OF THE CURRICULUM IN ITS PRESENT FORM.
- G. HOW IS CURRICULUM REVISION ACCOMPLISHED?
- H. WHAT CHANGES IN CURRICULUM OR DEGREE REQUIREMENTS ARE ANTICIPATED DURING THE NEXT YEAR?
- I. WHAT LONG-RANGE CURRICULAR PLANS ARE UNDER CONSIDERATION?
- J. WHAT ADDITIONS TO OR CHANGES IN OTHER PROGRAMS OF LIBRARY EDUCATION ARE EXPECTED IN THE NEAR OR DISTANT FUTURE?

- K. TO WHAT EXTENT DO PROGRAMS OTHER THAN THAT FOR WHICH ACCREDITATION OR REACCREDITATION IS BEING SOUGHT STRENGTHEN OR WEAKEN THE TOTAL CURRICULUM LEADING TO THE FIRST PROFESSIONAL DEGREE?
- L. HOW DOES THE SCHOOL ASSURE EQUALITY OF CONTENT AND INSTRUCTION OFFERED OFF-CAMPUS OR THROUGH EXTENSION PROGRAMS?

PART III. FACULTY

[Editor's note: The following is a summary of part III of the Self-Study.]

Of the eight GLS faculty, four hold doctorates. Two hold masters degrees as their highest degree, and two hold certificates of advanced study in librarianship. None of the doctoral degrees are in library science.

The faculty have an average length of teaching experience in library science of 10 years. As a whole, the faculty has the following totals of work experience: in academic libraries: 16 years; in public libraries: 4 years; in school libraries: 9 years; and in special libraries: 5 years. [Data for one faculty member not yet available.]

The competencies of the faculty are as follows:

Faculty Member	Specialities
Bergen	History and Philosophy of Librarianship The Social Science and Librarianship Comparative Librarianship
Bohnert	Administration, Information Science, Sci./Tech.Lit. Research Methods, Data Processing, Special Libraries
Chin	Cataloging & Classification, Technical Services, Medical Librarianship
Salvatore	School Library/Media Center Children & Young Adult Literature; Storytelling
Schneider	Reference, Government Publications
Schlessinger	Systems and procedures, computer systems, Information Storage and retrieval, Science Literature, Medical Literature, Business Literature, Special Libraries, Library Education
Tryon	Academic Libraries, Rare Books, Selection
Woods	Public Library Service, Library Administration Research, Selection

On average, the faculty spends time as follows: teaching 41%; advising 9%; directing research 8%; personal research 19%; institutional activities 15%; and professional activities 8%.

Compared to twelve other programs offering Master's degrees at the University of Rhode Island, the Graduate Library School faculty, at 50%, has a lower percentage of PhD's than all but one program: Nursing. The Library School approaches the level of the program in Community Planning and Area Development in which 56% of the faculty hold doctorates. Some members of the GLS faculty are working on advanced degrees. The School hopes to recruit new faculty who hold doctorates or are near completion of doctoral work.

The Library School has the following plans for faculty development:

1. Occasional visits to class by the Dean, with resulting mutual benefits in teaching techniques. Initiation of team teaching. Utilization of the University's Instructional Services Center.

2. Greater interaction with practicing librarians through supervision of students placed for field experience and increased memberships in library professional organizations, including committee responsibilities.

3. Increased research and publication; a goal of one quality paper per faculty member per year over the next five years.

4. Staffing Changes:

- a. One permanent specialist in the public library area (Ph.D. candidate) added for 1977-78.

- b. Addition of one member (Ph.D. in Library Science) for 1978-79.

- c. Replacement of retiring faculty member with a specialist in technical services.

- d. A Regional Coordinator, hired for the spring semester 1978, hopefully to become a permanent addition. This would relieve one faculty member of the administration of the regional program and bring other teaching and administrative strengths.

5. Better liaison with the University Library expected to enhance use of computerized services and to update faculty members in academic library procedures.

6. Closer contact with instructors of the three regional locations.

PART IV. STUDENTS

[Editor's note: The following is a summary of part IV of the Self-Study.]

The Graduate Library School expects to graduate 123 Masters students in 1978, compared to 139 in 1977 and 131 in 1976.

A profile of the current student body shows they had an average undergraduate grade point average of 2.89 (just under a grade of B) with a range from 1.90 to 3.95. For extension students the average undergraduate grade point average is 2.79.

Students come primarily from undergraduate programs in the New England area: 43 from Rhode Island, 37 from Massachusetts, 15 from Connecticut, 10 from New Hampshire, and fewer than 10 from any other state. There are 3 foreign students: 2 from China and 1 from India.

As undergraduates, GLS students majored in English (44 students), History (22 students), Education (13 students), and many other fields (a few students in each). Eighteen students hold other advanced degrees.

Currently 80 students, or 53% of the student body, have been admitted on conditional status. The main reason is that these students had a lower undergraduate average than 3.00, which is the usual level required for admission to the GLS. The School is now considering applicants with averages between 2.00 and 2.50, but plans to raise standards when the school is reaccredited, to consider candidates with averages no lower than 2.51. Students with low averages are admitted when they show potential in other respects, such as high test scores, high post baccalaureate grade point averages, or previous library experience.

Admission requirements are: Bachelor's degree with undergraduate grade point average of 3.00 or higher, satisfactory scores on the Graduate Record Examination or Miller Analogies Test, three satisfactory letters of recommendation, and submission of a statement of objectives for graduate work in library science. Until recently active recruitment of students has not been necessary because more than enough qualified people applied for admission. Now the Dean and the Coordinator for the Regional Program make appearances at conferences and libraries to bring attention to the GLS program. The URI Graduate School Admissions Committee reviews applications and admits students. Their decisions are reviewed by the Dean of the Graduate Library School. Financial aid is awarded on the bases of scholarship, need, and actual or potential contribution to the Graduate Library School and/or the library community.

Part-time students form a large proportion of the student body, and therefore many classes are scheduled for the late afternoon or evening. The students are organized as the Graduate Library School Student/Alumni Association. It meets monthly and has representatives to GLS faculty committees. It produces the GLS Newsletter.

PART V. GOVERNANCE

Governance: Section 1: Factual

[Editor's note: The following unbracketed text is excerpted directly from the Self-Study Report.]

The Dean of the Graduate Library School is head of the school and reports directly to Dr. William R. Ferrante, Vice President for Academic Affairs in matters relating to finance and administrative policies. He confers with the Dean of the Graduate School, Dr. Aloys P. Michel, on matters of admission policy and procedures. Curriculum is decided within the Graduate Library School, with the Graduate Council, administrative arm of the Graduate Faculty, approving new and amended courses and program content.

Governance: Section 2: Self-Study

The Graduate Library School has equal administrative status with all other academic schools and colleges at the University. The Dean of the Library School has quickly established good working relations with the Vice President for Academic Affairs and the Dean of the Graduate School. He prepared budget requests and staffing reports for the Vice President, and has been impressive in his thoroughness and thoughtfulness. He confers with the Dean of the Graduate School on admissions policies. This means the Graduate Library School determines admission standards and makes recommendations for admission which the Graduate School generally accepts. Dean Michel indicated that the Graduate School would never accept students rejected by the Graduate Library School, but occasionally made recommendations to change acceptance from full to conditional. Dean Michel further indicated that though raw admission statistics would tend to show that the Graduate Library School has lowered standards to admit a higher percentage of applicants, in fact, the quality of applicants has risen to a high level, allowing fewer rejections, but maintaining the quality of students desired.

The University administration has articulated its expectations of the Graduate Library School, and has been receptive to the planning and needs expressed by the Dean and the Faculty, where they have been accompanied by the necessary documentation. The administrative relationship between the Graduate Library School and the University has not hindered the development of the Graduate Library School in the recent past.

The goal of the University is to provide a quality education, strong teaching, a research commitment and service to the community. As a professional school, the Graduate Library School seeks the same goals within its particular mission. In addition, the School seeks to provide service on a regional basis where none would otherwise be available. The Graduate Library School is also seeking to develop closer ties to graduate programs in other areas with a view to providing the opportunity for double masters' degree programs in such areas as history, science and religion.

The faculty of the Graduate Library School serves on all faculty governing bodies of the University, with a permanent representative serving on the Graduate Council and the Faculty Senate. Faculty members have also been appointed to other ad hoc committees established by the University; e.g., the University-wide Budget Task Force, and the Library Task Force.

Although the University-wide Budget Task Force did make recommendations for alternative structures for the GLS, these recommendations have not been adopted. The GLS Dean and Faculty have endorsed the present administrative structure. However, they are desirous of establishing closer working relationships with other academic units of the University, and have been working toward that end. Two examples of such relationships are:

1. The development of a double masters' degree program with the History Department. This will be brought to the Graduate Council in Spring 1978.

2. The joint grant proposal prepared by the GLS, the University Library and the Audio Visual Center to take advantage of mutual strengths in an attempt to upgrade the AV services offered to the University Community and to the New England region.

Some internal reorganization of the GLS has also been projected to continue to provide a program of regional library education without dilution of the Kingston campus program. A Coordinator of Regional Library Education Programs has been hired for the Spring, 1978 semester, with duties designed to provide more efficient management of the regional programs. In this area as well, Kingston faculty have endorsed a limitation of their involvement in regional programs and an alternative of including regional program courses as part of the normal work load. And adjunct faculty regularly used in regional programs have been encouraged to take a more active role in the affairs of the GLS.

Administration: Section 1: Factual

[Editor's note: At this point the report fails to answer an ALA question as to the Dean's qualifications in preparation for his administrative role, but answers instead as follows.]

Dean Schlessinger has involved himself personally in all areas of the library school's progress towards revitalization, while simultaneously encouraging participation from other members of the Rhode Island Library community. He was responsible for an open meeting at URI about the current status of the GLS and its future. He has spoken to groups at the regional centers. Dean Schlessinger has also been clearly visible, attending meetings and appearing on the programs of the RILA, the Rhode Island Educational Media Association, the Special Library Association of R.I., the New England Library Association, the Health Sciences Librarians Association, and the Joint Operating Committee of the New England State Universities. Finally he has met informally with librarians throughout the region. He has seen the need to strengthen and expand the curriculum, with the development of innovative electives, as faculty permits. Development of audio-visual and information science expertise, continuing education programs and workshops, 6th year and double degrees are all realistic proposals he supports.

Testimony to the University's support of the Dean and his efforts is the President's Annual Report of June 1977 in which President Newman acknowledges the loss of the library school's accreditation and pledges the University's assistance and determination in making the GLS a school of quality [Editor's note: but the Dean hadn't taken office in June 1977!].

Dean Schlessinger maintains an "open door" policy with faculty and students. All people concerned with the library school are welcome and urged to talk with him and express their views. The accomplishments of the Dean have been possible through the use of expertise developed in thirty-four years [???] of administrative experience in a wide variety of situations, as well as a sincere commitment to working with people and to the future of the GLS and of Library Education.

The Administrative Secretary and two clerk typists are the other members of the Administrative staff. There are also 4

graduate assistants and 2 student helpers assisting the Dean and faculty. A faculty member is appointed liaison with the University Library for the purpose of advising on the development and maintenance of library service to the library school's faculty and students. A member of the University Library serves as Subject Specialist for the Library Science collection.

LIBRARY SCHOOL COMMITTEES

ADMISSIONS	Bergen, Schneider, Chin	Faculty
	Janet Levesque	Student
AFFIRMATIVE ACTION	Chin, Schneider, Bergen	Faculty
	Joan Kuklinski	Student
HONORS & AWARDS	Bohnert, Chin, Woods	Faculty
	Sheila Carlson	Student
CURRICULUM	Schneider, Salvatore, Woods	Faculty
	Carol McCulloch	Student
REGIONAL	Tryon, Salvatore, Bohnert	Faculty
	Irene Gauthier	Student

Administration: Section 2: Self-Study

The library school faculty is encouraged to participate, and does, fully and actively, in the administration of the GLS. Two students represent the interests of the student body and alumnae, in meeting regularly with the faculty and Dean, and have equal votes with the faculty.

A plan has been developed to split four 20 hour assistantships into eight 10 hour assistantships. This will give more students the opportunity to work closely with faculty members, and receive financial assistance, and better allocate the working time that each graduate assistant spends with his or her professor. Each assistant will work 10 hours per week for one faculty member. The primary use of graduate assistants by the faculty has been as an aid in teaching duties. Only one faculty member has made research use of his graduate assistant. In the future, it would be anticipated that additional research use would be made of assistants, and that the GLS might justify a Graduate Assistantship for special functions, such as aiding in the production of the GLS Newsletter or in placement activities.

The Dean feels that his administrative priorities in time fall in the order (1) on-campus involvement with the University's administrative structure (2) development of faculty and student body (3) public relations and interactions with the library community (4) involvement in GLS committee work. The level of supportive services provided by the administrative staff is judged to be more than adequate to attain the objectives of the program. The one change that is needed is the addition of professional or semi-professional administrative assistant time for the Dean. This need will be intensified with the expected expansion of faculty and a student/faculty ratio around 12.5/1. Given the present budget restrictions, it is unlikely that a new administrative slot would be opened in the near future. However, some attempt to use faculty time (with reduction in teaching load) for specific administrative functions is anticipated as a temporary expedient.

Financial Support: Section 1: Factual

<u>Income from</u>	<u>1976 - 1977</u>	<u>1977 - 1978</u>
Parent Institution	\$291,147.47	\$307,850.00
External		
Federal government	--	--
Other, specify	--	--

[Editor's note: in 1977-1978 \$300 was spent on student research. In neither of the last 2 years was any money spent for faculty research or institutes. All but about 6% of the budget is expended on personnel. The University provides AV, computer, library, placement, and publication services separately.]

Two important factors are: (1) the unusual flexibility of the Business Office in approving movement between budgeted line items and (2) the willingness of the Vice President of Academic Affairs and the President to expend funds within their own offices to support special projects. Special projects supported by upper-level administration have included publication of the GLS journal, payment for the services of our consultant, and provision of a new ditto machine.

Financial Support: Section 2: Self-Study Questions

[Editor's note: cost per student in the library program relative to per student cost in other programs is not yet available.]

During the five year 1973-1978 period the overall budget increased each year, with an overall increase of 37% in the period, while enrollment on the Kingston campus decreased by 62% (and on the combined Kingston and Regional campuses by 45%). The financial situation of the GLS is seen to have improved markedly during the period of dropping enrollment, reflecting a noteworthy commitment to graduate library education by top-level administration despite the past two years of crisis. Except for student salaries, an appreciable increase has been registered for each line item in the five-year period (Instructional and Administrative Salaries, 41%; Clerical Salaries, 22%; Office Supplies and Equipment, 90%; Travel, 28%; Contract Services, 246%; Other operating expenses, 151%). The Student salaries budget item shows the only decrease (16%). This decrease has been offset by salaries paid in 1977-78 to work-study students.

Of the funds represented, almost all are expended on the master's degree program on the Kingston campus. Some teaching, administrative and advisement time is accorded to students in the regional centers (Durham, Storrs, Amherst). This is estimated at 10% of teaching salaries and 2 - 5% of administrative and advisement time.

[Editor's note: faculty salary information is not yet available.]

Benefits are prescribed by the AAUP Union Contract, and are therefore the same for GLS faculty as for all faculty members. Salary increments are also negotiated by the Collective Bargaining Committee of the URI's AAUP.

In an interview with Dean Schlessinger on Nov. 28, 1977 he was asked to comment on the adequacy of the level of financial support for teaching and research. Dean Schlessinger indicated:

1. He was relatively satisfied with monies available for general support.
2. With the addition of the experimental coordinator position in Spring, 1978 and the media position in the 1978-79 academic year, support of the teaching function was adequate, although the travel money available was at a minimal level.
3. The move into new quarters in Rodman provided an adequate level of support for facilities.

In the area of research, the Dean noted inadequacies. He felt that funding should be specifically provided to encourage research and that this might come in the future through provision of (a) reduced teaching loads and (b) graduate assistants for research. However, he pointed out that the demonstration of research capability (through published papers and receipt of outside grant money) by the faculty had been weak in the past. It was his hope that with a future demonstration of a visible research component at GLS, a strong justification for further research support could be presented to the administration.

The two persons primarily responsible for acquisition within the library science collection were queried in the last week of November, 1977 on the adequacy of financial support in that area. Both answered that the overall quality of the library science collection was vastly improved and its increased rate is growth adequate for the present curricular and research needs of the GLS. The GLS AV consultant was asked about the adequacy of support levels for AV in the GLS (both its own resources and those of the AV center). She noted that "... although the facilities are better than adequate, as is the equipment ... the non-print media collection ... presently is not adequate."

If the GLS journal, Current Studies in Librarianship, continues as a permanent addition, it will require budget monies, a reduction in teaching load for the editor, and provision for the editorial assistance support of a Graduate Assistant.

The heavy load of duplication in the GLS will require careful analysis and purchase of necessary equipment to reduce photocopying costs to reasonable levels. In the next three years, heavier capital outlay costs are also envisioned to provide needed equipment and furniture in the new Rodman Hall quarters. Special attention is necessary for the development of laboratories (for cataloging, AV and computer capabilities).

Financing of the GLS operations has been accomplished almost exclusively through funds voted by the legislature to the University and allocated by the Administration to the GLS. In an interview with Dean Schlessinger, it was indicated that there would be attempts within the next three years to develop some funding sources not emanating from legislative allocations. Potential sources identified for exploration include:

1. Endowment funding provided by alumni and friends of the GLS or through memorial activity.

2. Income from continuing education activities (which could be used to finance additional continuing education activities).

3. Regional funding through cooperation with agencies such as the New England Board of Higher Education and the Joint Operating Committee.

4. Federal funding in the form of HEW or other research grants.

5. Private educational and research foundations.

Dean Schlessinger commented on the Faculty's support of the concept that further increases in financial commitments to the GLS should be expected, realistically, only if the enrollments rise toward a maximum ratio around 12.5/1. [Editor's note: no study yet demonstrates the need for increased production of new graduates. We hope increased enrollment is to be composed of alumni returning for continuing education.] That general level of student/faculty ratio has been endorsed in conversations with the President, Vice-President for Academic Affairs and the Dean of the Graduate School, as well as other key administrators on campus.

It is interesting to point out that income from fees from the present student enrollments (Fall 1977) and projected enrollments for Spring and Summer would provide approximately 65% of the projected budget expenditures for 1977-78.

PART VI. PHYSICAL RESOURCES AND FACILITIES

[Editor's note: The following text is a severe summary of a very detailed forthright quantitative study of the school's physical resources.]

1. In 1976 the ALA Committee on Accreditation Visiting Team recommended that the School be assigned space, in one location, in or near the University Library, which would allow consolidation of offices, classrooms, student lounge, and laboratory, including newer educational media.

The Graduate Library School moved to enlarged and remodeled quarters in Rodman Hall in the Spring of 1978. The School now controls 8129 square feet of space, including 6864 square feet in Rodman Hall and 1265 square feet in the adjacent University Library, an increase of 135-140%. This space permits consolidation of offices, classrooms, student lounge, and laboratories.

2. The Visiting Team also recommended that the School, in cooperation with the newly expanded University Library, evaluate the library science collection and develop a plan to up-grade it, with special attention to the acquisition of non-print material.

The Graduate Library School faculty, through its library representative, works closely with the member of the University Library faculty responsible for the library and information science sector of collection development. There is more systematic review of current publications than was the case in 1976. Since 1975, moreover, the bookstock supporting library education has increased from 10,450 volumes to 13,850 volumes, a total of 3400 volumes or 32.5%. The University Library now receives approximately 53 more periodicals in library and information science than it did in 1975. Between Fiscal Year 1976 (1975-1976) and Fiscal Year 1978 (1977-1978), the budget for materials

supporting library education increased from \$6,770 to \$11,300, a total of \$4,530 or 66%.

Plans are being made to acquire more non-print material for collections at the Graduate Library School and the University Library. Very little non-print material has been acquired during the last two years. However, the appointment of a permanent media specialist should help in this respect. Additionally, a large grant proposal has been developed through the cooperative efforts of the Graduate Library School, the Audiovisual Center, and the University Library which will be pursued during the spring of 1978. The receipt of the funds envisioned in the proposal would greatly enhance non-print materials acquisition and utilization in the School and on the campus in general. Finally, the Graduate Library School and the Audiovisual Center have cooperated to present an audiovisual workshop for faculty, students, and staff of the School and will present an additional workshop for the larger library community during the Fall of 1978.

3. Lastly, the Visiting Team recommended that the School should take greater advantage of the audiovisual resources of the University.

The School's audiovisual specialist has confirmed that the University (including the University Library, the AV Center and the Graduate Library School) has adequate audiovisual equipment and services. In fact it has a wide array including video, graphics, and photographic facilities, as well as reasonable computer facilities. But its materials collections in the audiovisual area are not adequate. The lack of non-print materials inhibits faculty and student use of audiovisual equipment and services. In the late fall of 1977, the School's audiovisual specialist, in collaboration with the staff of the Audiovisual Center, inventoried the audiovisual resources of the University and conducted a workshop for members of the Graduate Library School community on services, equipment, production techniques, and materials in the audiovisual field. The filling of the media position on the School's faculty should result in more cooperative endeavors and in continued interaction with the Audiovisual Center and the University Library in grant proposal development.

GALLIMAUFRY

-By Matthew Higgins

CONTINUING EDUCATION PROGRAMS: The first of the 1978 offerings of the URI Graduate Library School Continuing Education programs will take place May 25 through May 27, 1978. This seminar, entitled Library Management in the Seventies, will be cosponsored by the College of Business Administration. The program fee is \$150.00 including seminar, materials, food and lodging. Additional information and application blanks are

available at the Graduate Library School, University of Rhode Island, Kingston, Rhode Island 02881.

THE DEWEY DICHOTOMY: Ned Comstock's latest and well written article, "The Dewey Dichotomy," appeared in the February, 1978 issue of Wilson Library Bulletin.

A PUBLIC LIBRARY PROFILE FOR RHODE ISLAND: DSLS gets a "hats off" for its presentation of a R.I. public library profile drawn from the compiled data in the libraries' annual reports. The profile which appears in the DSLS Newsletter of January 13, 1978 generally gives Rhode Island libraries good marks while encouraging increased planning for the future. Some notable aspects of the profile are as follows:

Last year public libraries in Rhode Island circulated 3,143,698 items to 944,637 residents. Taken as a mathematical abstraction, this means that public libraries circulated three books for each Rhode Islander. Public libraries in Rhode Island own a total of 2,194,629 volumes or 2.32 volumes for each Rhode Island resident. There are 386,942 patron registrations on file; if each of these registrations represents a different resident, then 41 percent of the population has a library card. This figure is probably inflated because of duplicate and old registrations. One full-time library staff member serves 2,330 people on a state-wide basis. Average per capita support is \$4.66.

CHRONOLOGICAL GUIDE TO WRITINGS ON THE AMERICAS: Brown University has won a \$232,000.00 research grant from the National Endowment for the Humanities to begin a chronological guide to writings on the Americas published in Europe before 1801. The bibliography will update and add to the 29 volume Dictionary of Books Relating to America begun by Joseph Sabin in the 19th century and finished in 1936. The project is expected to take 6 years and fill 8 volumes.

INSURANCE MANUAL FOR LIBRARIES: The Eastern Massachusetts Regional Library System News, December 1977 reports that Gerald E. Meyers' Insurance Manual for Libraries, (Chicago: American Library Association, 1977, 80 p., pap. \$5.00) is available from Order Dept. American Library Association, 50 E. Huron Street, Chicago, IL 60611. The manual considers the insurance problems of both small and large libraries as well as the special problems in valuations and coverages for institutional and professional libraries and special collections.

CHURCH AND SYNAGOGUE LIBRARY MATERIALS: A new guide for use by experienced and beginning librarians for classifying church and synagogue library materials is now available from the Church and Synagogue Library Association.

To order CSLA Guide No. 7 send check or money order for \$2.50 (2.00 CSLA members) to Church and Synagogue Library Association, P.O. Box 1130, Bryn Mawr, PA 19010.

RHODE ISLAND
LIBRARIES IN ALA YEARBOOK:
Emil A. Ciallella, Jr.,
Central Falls Librarian
and ALA Correspondent has
produced an excellent
summary of Rhode Island
library activities during
1977 for the 1978 ALA
Yearbook. A valuable
document for future
library historians.

U.R.I. BUDGET TASK
FORCE: From U.R.I.
University Libraries
Annual Report 1976-77:
Continuing discussion of
the Budget Task Force
Report on Libraries may
be expected throughout next year. Acquisition of an automated
circulation system was among the positive recommendations of the
Budget Task Force. The support given by the Budget Task Force
to the Library's long-term contention that a substantial increase
in staffing was needed, was welcomed, but its recommendation for
a phasing out of faculty status for professional librarians was
not.

COALS TO NEWCASTLE: What kind of competition is there for
current library positions, asks David C. Genaway in his Feb. 1,
1977 LJ article. The answer--there was a total average of 70
applicants for each advertised library position. Keep turning
out those new grads dear old graduate library schools.

RILA FALL CONFERENCE: The RILA Conference Committee asks
you to send suggestions for speakers and programs for this year's
Fall Conference. What are your interests? Whom do you want to
meet? Send ideas to: Co-chair: John Bucci, William Hall Library,
1825 Broad Street, Cranston, RI 02905; or Chairperson: Jan Sieburth,
Reference Dept., URI Library, University of Rhode Island, Kingston,
RI 02881.

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HAPPY BIRTHDAY
PROVIDENCE PUBLIC LIBRARY:
On February 4 and 5 the
Library held its 100th
birthday celebration. On
Saturday hundreds of
children crowded into the
central library and its
branches for goodies and
for clown, puppet, music,
magic, movie and talent
shows. Sunday thousands
of adults jammed the main
library to enjoy four bands,
dancing, champagne, hors
d'oeuvres, coffee, and
exhibits. During the party
the new library director,
Annalee Bundy, was intro-
duced. She will formally
take over her duties
April 3. The two day
party, a kickoff in a year
long celebration co-
sponsored with the R.I.
Heritage Commission, was
attended by approximately
ten thousand people,
according to acting
director Charles Crosby.

BEST WISHES: Congratulations and best wishes to Earleen
McCarthy of the Lincoln Public Library and Ray Gamache. Earleen
and Ray were married on February 17, 1978.

THANKS TO OUR TYPIST: The Bulletin staff would like to
thank Lynn Bohling for her excellent work as the Bulletin typist
during the past year. The Bohlings are planning to relocate
their book store in Kalamazoo, Michigan sometime soon.

HUMANITIES GRANTS: Don't miss the February 21 DSLS News-
letter report on the February 3 meeting on available National
Endowment for the Humanities grants.



QUOTABLE QUOTES

The best route to more money for all librarians is through collective power and influence. For that we need stronger professional associations, stronger unions, and a united effort (through service and political action) to convince the public and the politicians that the contribution librarians make (or can make) to society is worth more money.

-Eric Moon, ALA President,
American Libraries, Nov. 1977

Like more population, more information and communications have always seemed like a good thing. Now, in the 1970's, we aren't so sure.

- Caroline Bird, The Crowding Syndrome

"A library serves no purpose unless someone is using it."

-"All Our Yesterdays"
Star Trek, series one

A wise man, the wonder of his age, taught his disciples from a seemingly inexhaustible store of wisdom.

He attributed all his knowledge to a thick tome which was kept in a place of honor in his room.

The sage would allow nobody to open the volume.

When he died, those who had surrounded him, regarding themselves as his heirs, ran to open the book, anxious to possess what it contained.

They were surprised, confused and disappointed when they found that there was writing on only one page.

They became even more bewildered, and then annoyed, when they tried to penetrate the meaning of the phrase which met their eyes.

It was: "When you realise the difference between the container and the content, you will have knowledge."

-From Idries Shah,
The Book of the Book
NY, Octagon, 1969

The Carnegie Council on Children, in a massive study released September 12, gave a chilling indictment of the system that made Carnegie rich: "the top fifth of American families commands about 40 percent of all family income, and the bottom one-fifth receives about five percent."

-Grassroots, Nov. 8, 1977

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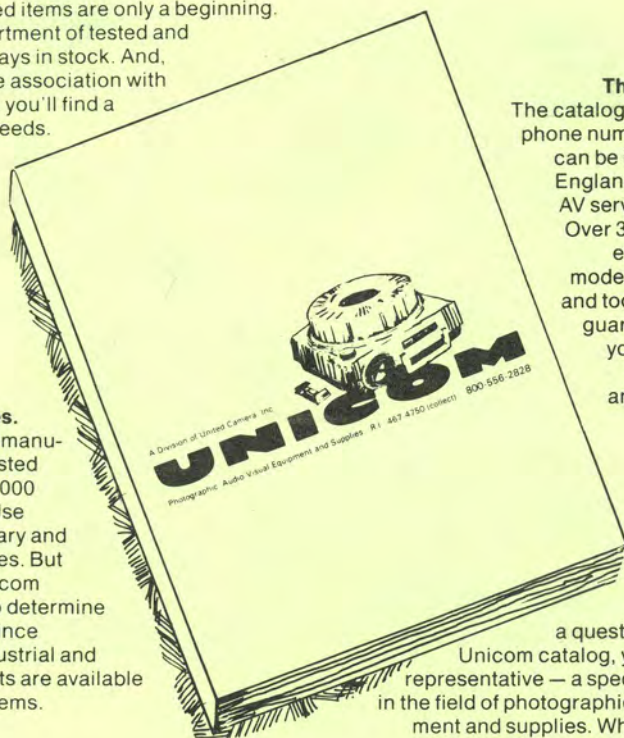
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